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ABSTRACT

This monograph is designed to provide materials, ideas, and strategies for school districts and teachers to broaden and expand the standards and requirements of Ohio studies. Section 1, "Introduction" provides an overview of the monograph. Section 2, "Organizing for Instruction" gives several alternative approaches to designing an instructional program for Ohio studies: strategy 1 approaches the study of Ohio through the social sciences; strategy 2 views Ohio studies topically or thematically; strategy 3 utilizes the problem solving approach. Section 3, "Developing the Course of Study" provides direction in developing a course of study for Ohio studies. The components presented are relevant to the development of a separate Ohio Studies course or they may be integrated into K-12 social studies courses. Section 4, "Resources for Ohio Studies" lists textbooks, print material, media material, institutions, museums, historical sites, and restorations. Section 5 is a bibliography. (APG)

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MINIMUM STANDARDS LEADERSHIP SERIES 1985
OHIO DEPARTMENT OF EDUCATION

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OHIO STUDIES

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FOREWORD

Ohio's educators have traditionally worked hard to provide the best possible education for their students. The activity to improve education in Ohio during the past several years has been remarkable. Public and nonpublic schools have made great strides in implementing the Minimum Standards for Elementary and Secondary Schools.

Numerous teachers and administrators have commented on the utility of the Ohio Department of Education's implementation series consisting of fourteen documents that have been available since 1983. These publications have been found to be a great help in designing educational programs that not only meet the requirements of standards, but enable schools to consider various ways in which to provide quality education.

As educators continue to seek to provide excellence throughout their programs, there have been many inquiries about other parts of the standards not addressed by the implementation series. The department has identified areas of most common concern and has prepared this leadership series consisting of nine documents. As was the case with most of the documents in the original implementation series, the leadership series serves to specify the requirements of standards. Additional information, guidelines, procedural steps, and sample forms may be presented that go beyond what the standards require. The purpose is to provide information to help schools plan to meet their needs and provide the best possible education for their students.

The assistance of school personnel who contributed their time, expertise, and materials is greatly appreciated. Recognition and sincere thanks are extended to the department staff members who worked to make these publications possible.

Franklin B. Walter

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Superintendent of Public Instruction

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INTRODUCTION

SECTION I: INTRODUCTION

The development and implementation of a new course of study is a challenging and exciting process. Those responsible have the opportunity to examine new concepts and exciting ideas as they strive to improve the quality of teaching and learning. This is especially true when, as is the case with Ohio studies, standards encourage school districts to examine an instructional area from a new perspective. Rule 3301-35-02 (B) (5) of the *MINIMUM STANDARDS FOR ELEMENTARY AND SECONDARY SCHOOLS* requires "that pupils complete...one-half year of Ohio studies for promotion from the eighth grade." While the change from "Ohio history," the term used prior to 1983, to the current "Ohio studies" may appear to be insignificant, the potential for far-reaching effects is great.

Traditionally, the study of Ohio has been approached from a historical perspective which all too often consists of the same sequence of events that most students experience at least three times in the American history surveys scheduled at various grade levels in the K-12 social studies program. While instruction in Ohio history has attempted to focus on the special contributions of Ohioans to our national heritage, students in general, have not been able to perceive any significant differences between this fourth experience with history and the other three. As a consequence, several issues ought to be addressed in terms of meeting student needs. Among these are the need to organize a K-12 social studies curriculum so as to avoid gaps in important content as well as undesirable repetition, the need to identify what objectives students should master at various levels in the program, and the need to help teachers understand what is expected of them.

Because school districts perceive these issues differently, the nature of the social studies program in general, and Ohio studies in particular, will vary. These perceptions are influenced, not only by the mandate specified in standards, but by personal and professional convictions as well. That there has been a change in the mandate is obvious. Whether that change will result in more meaningful experiences for students remains to be seen. Clearly, standards provide the opportunity for schools to expand the focus of Ohio studies. This monograph attempts to help those who seek to take advantage of that opportunity by suggesting some alternative strategies for broadening the scope of Ohio studies.

As the program is developed, school districts will need to consider the general approach to be used. One possibility is to organize the study of Ohio in accordance with the various social science disciplines.

INTRODUCTION

Some of the inquiry methods used in economics, geography, political science, and history can be applied to the study of Ohio. A second approach might be to focus on such topics as Ohio's natural resources, agriculture and rural life, and industry and urban life from various perspectives, e.g., local communities in Ohio or Ohio in the world. Still a third strategy might be to identify several global problems, e.g., energy and natural resources, and examine how these impact on Ohio and how Ohio is responding to them. Section II includes an expanded discussion of these strategies as well as sample subject objectives.

While school districts are encouraged to be as innovative and creative as necessary in developing meaningful Ohio studies programs, the requirements of standards must, of course, be met. At least one-half year of instruction in Ohio studies must be provided prior to promotion from the eighth grade. Many school districts, especially since the change to Ohio studies, prefer a full-year course at one grade level (most often grade seven). Other districts require the equivalent of one year of instruction, but at two different grade levels (most often grades four and seven). Still others prefer the more traditional one-half year in grade seven. As school districts work to expand Ohio studies as suggested in this monograph, options for increasing instructional time beyond the requirements of standards should be examined.

The relationship of Ohio studies to the K-12 social studies program is crucial. Instruction should be provided at the most appropriate grade level(s) within the social studies program. The subject objectives specified for Ohio studies should be consistent with the specifications of the social studies program philosophy, program goals, and program objectives. In short, Ohio studies should be an integral part of a well-articulated social studies program. As such, it should contribute significantly to the development of intellectually autonomous individuals.

SECTION II:
ORGANIZING FOR INSTRUCTION: ALTERNATIVE STRATEGIES

The success of a democracy, the fulfillment of its vision, and the endurance of its institutions rest squarely on the ability and willingness of its citizens to face up to the responsibilities required of them. In our society, it is the unique assignment of social education to cultivate the knowledge, skills, values, and beliefs that characterize such citizens. This role is critical if our citizens are to be informed of key issues; skilled in the processes of a free society; committed to democratic values; and motivated to participate in social, political, and economic processes.

Citizens who are informed, skilled participants in democratic processes do not just emerge in some happenstance fashion as a result of ordinary living. As Horace Mann recognized many years ago,

> The great moral attribute of self-government cannot be born and matured in a day; and if children are not trained to it, we only prepare ourselves for disappointment if we expect it from grown men....As the fitting apprenticeship for despotism consists in being trained to despotism, so the fitting apprenticeship for self-government consists in being trained to self-government.[1]

Since that time, citizenship has been a major goal of education in the United States. Indeed, both direct and indirect citizenship learning occur at school. The "hidden" curriculum of the school provides students with very potent, indirect citizenship instruction.[2]

There is, however, a part of the school curriculum where direct citizenship education occurs. Social studies education seeks the cultivation of the special kind of citizen who is willing and able to work at sustaining a democracy and fulfilling its vision. The continuation of this process is critical. It requires an understanding that citizenship today does not mean what it did one or two centuries ago. The world has changed and with the change the demands on citizens are more numerous, more complex, and more difficult than before. No longer will a focus on historic national figures and the values associated with their lives serve to establish the fundamental beliefs, values, knowledge, and behaviors of democratic citizenship.

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[1]Horace Mann, *NINTH ANNUAL REPORT OF THE SECRETARY OF THE BOARD OF EDUCATION, BOSTON, DECEMBER 10, 1845* (Boston: Dutton and Wentworth, 1846).

[2]Discussions of the hidden curriculum can be found in Phillip W. Jackson, *LIFE IN CLASSROOMS* (New York: Holt, Rinehart, and Winston, 1968): Norman V. Overly, *THE UNSTUDIED CURRICULUM: ITS IMPACT ON CHILDREN* (Washington, DC: Association for Supervision and Curriculum Development, 1980); and Michael W. Apple, "The Hidden Curriculum and the Nature of Conflict," in *CURRICULUM THEORIZING: THE RECONCEPTUALISTS*, William Pinar, ed. (Berkeley, CA: McCutchan, 1975).

OHIO—SOCIAL SCIENCES

No longer are voting and patriotism sufficient. Today, effective citizenship requires that one be simultaneously a local, national, and global citizen.

These three dimensions of citizenship, therefore, must be addressed in comprehensive social studies programs. They need to be included in the blueprint (scope and sequence) which provides a broad overview of the social studies curriculum from kindergarten through the twelfth grade. In Ohio, the task of designing these blueprints is left to local school districts. Fortunately, social studies scope and sequence planners need not begin "from scratch." Guidance and examples for the development of these plans are available. Comprehensive guidance can be found in the *CURRICULUM GUIDELINES*[3] of the National Council for the Social Studies. Other sources of broad guidance include the SPAN[4] reports and the GRASP[5] model. More specific guidance and sample scope and sequence plans are available to local social studies planners from the Ohio Department of Education's Division of Elementary and Secondary Education.

The purpose of this section is to suggest several alternative approaches to designing an instructional program for Ohio studies. Each of these approaches is consistent with both the requirements of effective citizenship education and the scope and sequence guidelines identified above. The three approaches illustrated in this section are those listed in Section I of this monograph. They are presented as illustrations of possible approaches, not as prescriptions. Moreover, it should not be assumed that they cover all the possibilities. In the final analysis, it is the local school district, in consideration of the characteristics of the community and local citizenry, which should determine the best approach to Ohio studies, and indeed, the entire curriculum.

STRATEGY I: APPROACHING THE STUDY OF OHIO THROUGH THE SOCIAL SCIENCES

The study of Ohio might be organized in such a manner as to provide for discrete units addressing the state's economy, geography, government/legal systems, and history. Each of these units can be developed to help students formulate relevant understandings (concepts and skills) about Ohio from local, national, and global perspectives. Figure 1 illustrates such an organizational approach.

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[3]*CURRICULUM GUIDELINES* (Washington, DC: National Council for the Social Studies, 1979).

[4]Irving Morrissett, ed., *SOCIAL STUDIES IN THE 1980's: A REPORT OF PROJECT SPAN* (Alexandria, VA: Association for Supervision and Curriculum Development, 1982).

[5]Melvin Arnoff, "A Conceptual Framework for the Goals of Social Studies Education: The GRASP Model," A paper presented for the College and University Faculty Association (CUFA) of the National Council for the Social Studies (NCSS), Detroit, 1981.

OHIO—SOCIAL SCIENCES

Figure 1

Students will develop understandings (concepts/ skills) from

ECONOMICS
GEOGRAPHY
GOVERNMENT/LAW
HISTORY

and will examine the impact of these on Ohio and its relationships with

LOCAL COMMUNITIES IN THE STATE
OTHER STATES AND THE NATION
OTHER NATIONS AND THE WORLD

In such a schema, the Ohio studies program might be developed along the following lines.

ECONOMICS. Students will examine Ohio's economy in order to acquire knowledge about social organization. They should be able to describe some of the functions of basic institutions in Ohio and indicate how and why these functions are affected by economics. Subject objectives such as the following might be included:

1. Cite the contributions of Ohio to the economy of the nation and the world;
2. Discuss labor/management relationships in Ohio;
3. Indicate the role of Ohio agriculture in world trade and the importance of grain exports to Ohio farmers;
4. Identify the economic resources of Ohio;
5. Identify a variety of organizations and decision makers, including international actors, which have an impact on Ohio (and local community).

GEOGRAPHY. Students will examine Ohio's geography in order to acquire knowledge about social organization. They should be able to describe some of the functions of basic institutions in Ohio and indicate how and why these functions are affected by geography.

Subject objectives such as the following might be included:

1. Describe Ohio's terrain features and natural environment and compare them with those of other places; students should be able to locate and name the geographic regions of Ohio and describe the natural environment of the one in which they live;
2. Explain that Ohio's spatial location in the heartland of America, together with its transportation, agricultural, and industrial advantages, has had a significant impact on its development;

3. Deduce how Ohio's geological history has influenced the physical features of the state;
4. Explain the influence of Ohio's climate on its healthfulness for human beings and its rich agricultural production;
5. Analyze how the contour of the land and the fertility of the soil affect the use of the land and the number of people it supports.

GOVERNMENT/LAW. Students will examine Ohio's political/legal systems in order to acquire knowledge about social organization. They should be able to describe some of the functions of basic institutions in Ohio and indicate how and why these functions are affected by government/law. Subject objectives such as the following might be included:

1. Demonstrate an understanding that under the U.S. system of constitutional power, the federal and state governments each have certain defined functions and powers; these are defined in the U.S. and Ohio constitutions;
2. Point out that the Ohio Constitution has a Bill of Rights which protects each Ohioan's freedom and defines each right to be enjoyed;
3. Explain that the Ohio Constitution defines the rights of local governments and their responsibility to provide services to their citizens through municipalities, cities, villages, counties, townships, and school districts using the principle of home rule or autonomy;
4. Identify the three separate branches of government set up by the Ohio Constitution and explain that they operate under the principle of separation of powers to provide checks and balances;
5. Explain why government is necessary for Ohioans to live peacefully together under a system of law.

HISTORY. Students will examine Ohio's history in order to acquire knowledge about social organization. They should be able to describe some of the functions of basic institutions in Ohio and indicate how and why these functions are affected by history. Subject objectives such as the following might be included:

1. Explain the work of anthropologists in studying and interpreting ancient cultures, and show how customs, traditions, and culture patterns develop;
2. Explain that people came to Ohio from all over the world to find economic, political, religious, and social freedom;
3. Be familiar with the history of Ohio up to the Civil War, demonstrating an ability to summarize early explorations, the effects of the French and Indian War on Ohio, the effects of the Revolutionary War on Ohio, the events that led to statehood, and the important events leading to the Civil War;

OHIO—THEMATICALLY

4. Identify and describe the elements which contributed to Ohio's post-Civil War economic growth and relate them to the emerging industrial centers in the state;
5. Identify and describe the influence on Ohio of major social movements in the twentieth century (i.e., women's rights, prohibition, environmentalism, the nuclear freeze movement, etc.).

This approach is particularly good for ensuring that some balance among the various social science disciplines is maintained in the instructional program. It also provides for a degree of consistency since students are exposed to a more interdisciplinary examination of Ohio. The disciplines are not treated as isolated academic areas, but rather as perspectives which students can use as they seek to acquire knowledge about social organization in Ohio. Additionally, this approach can be easily adapted to courses of various lengths at different grade levels.

STRATEGY II: APPROACHING THE STUDY OF OHIO TOPICALLY OR THEMATICALLY

Another way to organize for the study of Ohio is to identify various topics/themes which influence and/or are influenced by local communities in Ohio, Ohio in the world, and/or the world in Ohio. Units can be developed which will enable students to formulate relevant understanding (concepts and skills) about Ohio from local, national, and global perspectives. Figure 2 illustrates such an organizational approach.

Figure 2

Through an examination of

LOCAL COMMUNITIES IN OHIO
OHIO IN THE WORLD
THE WORLD IN OHIO

students will develop a range of complementary perspectives on such topical/thematic phenomena as

OHIO'S NATURAL RESOURCES
PREHISTORIC INHABITANTS
PRE-CIVIL WAR OHIO
INDUSTRIALIZATION, PROGRESS, AND REFORM
PROSPERITY AND DEPRESSION/WAR AND RECOVERY
AGRICULTURE AND RURAL LIFE
INDUSTRY AND URBAN LIFE

Such a schema might result in an Ohio studies program similar to the following.

OHIO—THEMATICALLY

OHIO'S NATURAL RESOURCES. This theme can be used very effectively to develop the perspectives identified above. Abundant and varied natural resources in Ohio have had a major impact on the development of hundreds of local communities in the state. Additionally, Ohio's natural resources have enabled the state to participate in the international economy as an important actor. As a result, both Ohio's role in the world and the world's presence in Ohio have increased. Subject objectives such as the following might be developed:

1. Explain how the development of the local community depended and continues to depend upon natural resources;
2. Identify the products which are most important in the foreign trade of Ohio firms and specify how the state's natural resources impact on that trade;
3. Identify some companies from foreign countries which have invested in Ohio and indicate any natural resources that may have influenced that decision.

PREHISTORIC INHABITANTS. The study of Ohio's earliest inhabitants provides yet another opportunity to develop a set of specified perspectives. The chronology of Ohio's prehistory provides students with an opportunity to discover that even 16,000 years ago, Ohio's link with other parts of the globe was well established. The best scientific evidence suggests that the first people to reach North America walked across a land bridge from Asia to present-day Alaska. These early people spread over the land, eventually arriving in Ohio as they tracked herds of animals and gathered food. This same chronology indicates that these early people stopped hunting wild animals and gathering plants, fruits, and nuts for their food, and took up agriculture. The various regions of Ohio provide rich opportunities for examining these phenomena. Subject objectives such as the following might be developed:

1. Explain prehistoric Ohio Indian culture and compare prehistoric technology with late-twentieth-century farm technology;
2. Explain the role of archaeologists in learning about history, and speculate about what an archaeologist 200 years from now could learn about our society from artifacts provided from the local community;
3. Discuss the international flavor of the Mississippian Period (Fort Ancient people, Whittlesey and Sandusky people, and Monongahela people) and describe the most common features resulting from this influence.

OHIO—THEMATICALLY

PRE-CIVIL WAR OHIO. From the earliest recorded history in Ohio (1654 A.D.) to the Civil War, the state continued to be influenced by its own local communities, its ever-increasing role in the world, and the growing presence of the world within its borders. With the arrival of explorers and Catholic missionaries, the recorded history of Ohio began and the pure Indian way of life ended. Customs changed with the introduction of European goods and beliefs. Conflict over land ownership caused fighting between Indians and settlers, and the first settlements in Ohio, founded by Moravian missionaries, soon died out. Throughout the frontier period and its early development after statehood, Ohio depended upon its local communities and its linkages to other nations for new directions. Subjects objectives such as the following might be developed:

1. Evaluate the effects of European contact with the Indians, using Indian, French, British, and American values (rights) to discuss the justice and injustice of the American heritage;
2. Evaluate post-Revolution technology that was available to help settlers solve problems related to housing, food, land use, etc. Map the township in the local area to scale, indicating the land saved to support education;
3. Identify the leaders and events in the campaign to achieve statehood, specify the organization of early state government, identify early modes of transportation, and outline the history of the development of education in the local community;
4. Evaluate the economic, social, and political events of the Civil War as they impacted on Ohio; local examples should be identified as often as possible.

INDUSTRIALIZATION, PROGRESS, AND REFORM. During the period between the Civil War and World War I, Ohio, as the nation, turned its attention toward internal development. In the state, industrialization and technological growth characterized that development. This growth was made possible by Ohio's abundance of natural resources and large immigrant population. The process, however, produced problems as well as prosperity. The worker/owner relationship led to conflicts and the formation of unions. Cities found it hard to furnish an adequate supply of fresh water. Garbage disposal was a problem. Slums developed because of crowding and because people moved in too fast for the available jobs. Disease spread quickly. Some people had to live in shanties and paper shacks. Tenement buildings and crowded apartments were not well cared for. Public indignation brought the demand for reform which resulted in the Progressive Era (1900-1916). Ohio and the nation were at a point where changes were needed to allow progress. The Progressive Era was a time when such changes took place. Once again, Ohio looked to its local communities and its international population for leadership.

OHIO—THEMATICALLY

Subject objectives such as the following might be developed:

1. Explain the relationships between Ohio's natural resources, technological growth, immigration, and the growth of industries and cities;
2. Evaluate the worker/owner relationship that led to conflicts and the formation of unions;
3. List some problems brought about by industrialization;
4. evaluate the problems of industrialization and the reforms instituted to resolve them;
5. Trace the women's rights movement, especially as it evolved in Ohio.

PROSPERITY AND DEPRESSION/RECOVERY AND WAR. A feeling of strength and prosperity settled over Ohio and the nation following World War I. Social life became more important than ever. Women's clothing and hair styles became more daring. Farm youth left for city jobs at a younger age. New occupations were opened to women. All these trends came to an abrupt end, however, with the Great Depression, which began with the stock market crash of 1929. Surpluses in business and farming caused prices to drop. With profits down, many people lost their jobs. Stocks bought on credit became nearly worthless. Everyone tried to sell out at once and the stock market crashed. Farmers and businesses could not repay their bank loans, and people flocked to withdraw their savings. Banks had lost their money on bad loans and could not pay depositors. Many banks throughout the nation were forced to close. About one-fourth of the people in Ohio's labor force lost their jobs, and 125 of the state's banks failed. Thousands of people lost their homes and had to move in with relatives or take to the road. Cities organized bread lines and soup kitchens to help feed the city poor. The state increased taxes and gave more to the relief fund. The state also provided jobs building highways and started the School Foundation Program. The federal plan, called the New Deal, provided funds to create jobs for people. Labor unions gained strength in the labor force. The demands for goods from our own and other nations during World War II finally brought about full economic recovery. Subject objectives such as the following might be developed:

1. Apply economic concepts and explain a "boom and bust" cycle in terms of war and its aftermath;
2. Outline social changes in Ohio and the nation from 1900-1945;
3. List the major events of World War II;
4. Complete a three-year graph illustrating Ohio war deaths as compared to the nation as a whole.

OHIO—THEMATICALLY

AGRICULTURE AND RURAL LIFE. Because the growing season is long and the land is fertile, a wide variety of crops may be grown in Ohio. This has made agriculture and rural life extremely important throughout the state's history. Ohio agriculture touches each of us. Today, only three of every 100 people work in production agriculture raising the basic products that provide food, clothing, and shelter for the nation and the world. Many others, however, work in agriculture-related businesses, performing the research, providing the feed and fertilizer, marketing the products, and carrying out a variety of other functions that are necessary to today's agricultural economy. Indeed, we speak today of agribusiness, a broader term that describes the whole farm economy—procuring supplies and processing, transporting, and distributing farm products. Rural life in Ohio is deeply rooted in local traditions which are reflected in parades, festivals, weddings, reunions, suppers, church socials, auctions, and the like. At the same time, Ohio agriculture is a major component in the international linkage between and among the nations of the world. Through an examination of agriculture in Ohio, one may gain insights into the life of local communities, and develop an appreciation for global interdependence at the same time.

Subject objectives such as the following might be developed:

1. Explain the role of agriculture in food and fiber production;
2. Understand and appreciate the factors involved in the business of agriculture;
3. Explain how agriculture is interdependent with many other industries;
4. Identify and explain the various types of agriculture practiced in Ohio;
5. Recognize the interdependent nature of agriculture in local, state, national, and international economic systems.

INDUSTRY AND URBAN LIFE. The growth of agriculture in Ohio contributed significantly to the growth of cities and industry. As speculators sold more and more small parcels of land to settlers, cities grew quickly. Rivers provided a source of water supply for the developing towns as well as serving as transportation routes so the towns could trade their goods and get new residents. Canals made even more water routes available, giving broader access. Railroads, however, were faster, cheaper, and more efficient. Railroads allowed trade between the East and West to expand. These new transportation systems—railroads, canals, river routes, and land highways—together with Ohio's rich natural resources and increasing human resources provided everything necessary for Ohio to become a great industrial state. Once again, it is necessary to look to Ohio's local communities to appreciate the diversity of industrial development and the significance of the state's contribution to international trade.

Subject objectives such as the following might be developed:

1. Complete population graphs and an industrial map of the major cities in Ohio;
2. Chart the changes in transportation technology and industrial technology, providing reasons for the changes, and predicting future trends;
3. Describe the decline in Ohio resources that support the economy, and examine change in terms of current problems in the state and the local community;
4. Plan and implement at least one project for helping to solve a problem that might apply to the school and/or local community.

Ohio studies, approached in this manner, allows for a great deal of flexibility in selecting the topics or themes around which instruction can be organized, while providing a structure that should keep the effort focused. While chronological history serves as the mechanism for examining a variety of important topics, it does not dominate the program to the extent that the identified themes and topics are lost in a confusion of unrelated facts. As with the social science approach, the topical/thematic approach is designed to study Ohio through an examination of its local communities and its role in the larger national and international arenas.

STRATEGY III: APPROACHING THE STUDY OF OHIO THROUGH PROBLEM SOLVING

A third way to organize instructionally for the study of Ohio is through the identification, examination, and analysis of selected social problems. The real world is not divided into academic disciplines. The borders between disciplines have had to be broken down in the world of research, because the nature of the real world defies investigation limited to single disciplines. The barriers between school subjects can also be broken down. Instruction might then be organized to focus on decision making and problem solving relative to specified issues and problems of global importance. Figure 3 illustrates such an organizational approach.*

*The nature of this approach is such that sample subject objectives similar to those included in Strategies I and II are inappropriate. The brief descriptions of global issues provided in this discussion, however, should suggest dozens of possible subject objectives.

OHIO—PROBLEM SOLVING

Figure 3

Students will use a problem-solving strategy such as the following:

FRAME THE PROBLEM
PLAN THE ATTACK
GATHER INFORMATION
GENERATE ALTERNATIVES
ANALYZE AND EVALUATE DATA/ALTERNATIVES
CHOOSE AMONG ALTERNATIVES
MAKE INFERENCES AND DRAW CONCLUSIONS

with such global issues which impact on Ohio as:

POPULATION AND FOOD
ENVIRONMENT AND TECHNOLOGY
ENERGY AND NATURAL RESOURCES
HUMAN RIGHTS
WORLD TRADE AND ECONOMIC INTERDEPENDENCE

Such a schema might result in an Ohio studies program similar to the following.

POPULATION AND FOOD. Population factors affect nearly all global issues, and in a similar manner, the population issue affects nearly all local connections as well. As with population, the global issue of food cannot be viewed as a remote reality, for much of Ohio's livelihood is related to agriculture and food production. Students need to develop a sense for the manner and pace of change throughout the world during the last 500 years. They should also have some sense that the local community or environment has a worldly or international dimension. As a consequence, problems that were once local or national in scope have now acquired a global character. That is, they no longer have consequences only for the immediate area, and they have little regard for national boundaries.

Population and food are such problems. For example,

- without tremendous increases in the size of the world's population, other problems would be much less severe or even nonexistent;
- population is a global problem because many segments of the globe are being called upon to offer solutions to it;
- unless certain changes occur, all corners of the globe will suffer the effects of having too much population or too many young people who need jobs.

OHIO—PROBLEM SOLVING

The population problem is not simply one of size. Other aspects of population have resulted in a variety of problems for societies, including Ohio and its local communities. It is this range of problems which might be explored profitably as an approach to Ohio studies. Five different kinds of problems have emerged which, for purposes of illustration, may be formulated as equations.

Problem 1. Large population size + limited arable land = food shortage, starvation, malnutrition.

Problem 2. Large population size + limited resource base = handicap to improving living standard through industrialization.

Problem 3. Rapid population growth + low level of economic development = population "stumbling block" to rapid development.

Problem 4. Very young population + limited public funds = difficulties in overcoming illiteracy, improving health conditions, increasing economy.

Problem 5. Rapid population growth + low level of industrialization = unemployment and political instability.

A major crisis of global food supply appears likely within the next 20 years unless steps are taken now. Such a crisis would have grave implications for all nations. As the world's largest producer, consumer, and trader of food, the United States (and Ohio) has a key role and responsibility in this endeavor. A systematic examination of these issues through a problem-solving approach can help students understand Ohio's connection to global population and food problems.

ENVIRONMENT AND TECHNOLOGY. As the world economy continues to grow, the earth's capacity to supply fresh water, living space, arable land, and natural recreation areas, while absorbing waste products, will be increasingly tested. Signs of environmental deterioration are already visible on a global scale in the form of polluted lakes and streams, toxic materials in the environment, alterations in climate, soil erosion, and the extinction of certain species of plant and animal life.

OHIO—PROBLEM SOLVING

A major confrontation has taken shape between those who want our global resources to be shared, and various organized groups, such as nations and multinational corporations, which seek to control, exploit, and manage important parts of these common resources. There are shared threats as well as shared resources. Various groups seek to minimize those threats to themselves while giving little or no regard to how their actions may increase the risks or damage to others. Ultimately, resources are limited both in their availability and in their usefulness. Three major concepts are useful in developing a better understanding of the environment. These may also serve to generate the problems to be investigated by students as they study Ohio from this perspective.

- Ecosystem. *An expression of the interrelatedness of a wide range of species living in a given environment.* Changes in one part of the system may have profound effects on other parts of the system. The more diverse the ecosystem is (the wider the variety of distinct species living in complex webs of relationship), generally the more stable, resistant to disruption, and adaptable it will be.
- Carrying Capacity. *The maximum rate of exploitation of a biological resource which can be carried on indefinitely.* The carrying capacity of the earth is directly linked to the demand or consumption patterns of its inhabitants, not just to the numbers.
- Tragedy of the Commons. *The resulting condition brought about by the lack of incentive to restrict the exploitation of natural resources.* Various nations and multinational corporations of the world often act this way toward the "global commons."

Thus, a number of basic points about the environment as a global issue begin to emerge. First, from a global perspective, there are a number of shared resources or commons which are both the heritage and responsibility of humankind. Second, these resources are limited either in their availability or in their productive use. Third, countries and other organized groups, such as multinational corporations, have their own particular interests, which often do not coincide with the larger global interests of humanity. These conflicting or partial interests must be moderated, mediated, or expanded to fit the larger global interests if humankind is to avoid a global tragedy of the commons. The study of Ohio provides many opportunities to examine these and related environmental problems.

OHIO—PROBLEM SOLVING

ENERGY AND NATURAL RESOURCES. Since the beginning of the Industrial Revolution, the peoples of the globe have used enormous quantities of fuel and mineral resources. The rapid acceleration in population growth during this century has been accompanied by rising per-capita consumer demand, thus accelerating the depletion of fuel and mineral resources. Because it requires energy to produce goods, energy consumption will continue to increase as societies strive to provide those products and services which make the lives of their citizens better.

The events of the last several years have impressed upon us the fundamental importance of energy in relation to a much broader set of issues. In particular, we have become aware of the ties of energy to economic growth and to environmental protection. Only more recently and more tentatively have we begun to consider the ties between the energy system and the nature of our society and political system. An exploration of these linkages might serve as the basis for studies of Ohio.

- Energy and the Economy
- Energy and the Environment
- Energy and Social Structure

Each of these linkages may be viewed from one of three approaches. Each approach seeks to resolve the problems associated with it. These three approaches are political, economic, and technical. It is possible, therefore, to help students approach these related issues systematically.

THE POLITICAL APPROACH. A political solution to energy issues might suggest changing the manner in which actors identify problems, or it might propose alternative ways to develop specific programs, different means of justifying such programs to interested parties, or various options for funding these programs. Similarly, a political strategy could emphasize the need to change administrative or bureaucratic mechanisms, organizational structures, or other formal or legal bodies which control political outcomes and impacts.

THE ECONOMIC APPROACH. This approach treats energy as a commodity. Energy is principally used as an input to an economic process and as an intermediate good. This approach, therefore, is concerned with the use of various sanctions and incentives, such as prices and taxes, and with a range of trade, investment, and other financial methods for governing the transfer of this scarce resource within the global marketplace. Crucial to this strategy is an overriding concern with the efficiency of energy production, distribution, and consumption.

OHIO—PROBLEM SOLVING

THE TECHNICAL APPROACH. This approach involves bringing scientific and engineering expertise to bear on energy problems. Energy technologies (such as synthetic fuels) must proceed through an elaborate series of steps, beginning with the search for knowledge, to the search for ways to put this knowledge to practical use, to the first attempts to test technical models, to production, and finally to marketing activities. This has been the common response to global energy problems. The resolution of these problems by other methods (e.g., altering attitudes or behavior patterns) is extremely difficult. Technical solutions may resolve public policy issues without confronting the complex political choices that are implicit in other strategies.

One scenario considered by many to be extremely viable in addressing global energy needs is of particular importance to Ohio. This is the "high coal" option. This option emphasizes the role of coal as the major energy resource for the future. Many of the technologies for using coal have improved at a greatly increased rate in recent years. The issue of supply is the key factor to which advocates of a high coal scenario point. Taken together, all known world coal reserves are fifteen times larger than current recoverable reserves, which contain 660 billion metric tons. A significant amount of the world's coal supply is found in Ohio.

Another solution is contained in a nuclear energy scenario. There is little reason to believe that energy demand will be significantly curbed. A shortfall will arise from the combination of increasing demand and diminishing nonrenewable resources. Most of that shortfall will be made up by nuclear energy, which will be produced at large scale nuclear generating plants similar to those already in operation in Ohio.

Through the Ohio studies program, students can examine how energy evolved from a purely local resource into a global system of production, distribution, and consumption. Ohio will certainly play a major role in the future of energy, especially with scenarios involving coal and nuclear energy.

OHIO—PROBLEM SOLVING

HUMAN RIGHTS. It has never been an easy task to clarify the concept and meaning of human rights. Contemporary concern for human rights can be largely traced to important statements made by governments in England, France, Russia, and the United States since the early seventeenth century. Since the end of World War II, the United Nations has been the principal international body involved in establishing a definition of human rights that would be equally relevant and applicable to all nations. From the start, however, the efforts of the U.N. have been hampered by political disputes among its participating nations. Some nations place a high priority on free speech and freedom of religion; others believe the right to work and the right to a free education are among the most significant. Still others contend that national self-determination constitutes the most important human right.

Most U.S. citizens do not worry about threats to their religious or political freedom. It is less clear, however, whether the U.S. government provides sufficient protection for other kinds of rights—for example, equal opportunity for women, equal justice for the poor and minorities, and guaranteed employment. In an era of increasing global interdependence, it is especially important for students to be aware of the existing cultural diversity in regard to human rights. Because each of us can secure our rights only by promoting the rights of all men and women, students should be able to recognize the various kinds of threats to rights, share a willingness to preserve rights and freedoms, and begin to further the cause of human rights. They can accomplish this by participating in efforts to remedy unequal opportunities in all areas of life, including the local community, the state, nation, and world.

WORLD TRADE AND ECONOMIC INTERDEPENDENCE. The increasing interdependence among nations has had a profound impact on the global economic system. Global economic change is evidenced in a variety of ways. The steady increase in world trade is leading us to greater and greater economic interdependence. The General Agreement on Tariffs and Trade (GATT) discussions have likewise stimulated increased trade among nations, as has the growth of multinational corporations. The developed nations and regions are increasingly dependent upon the developing nations for both raw materials and markets. The developing nations in Africa, Asia, and Latin America are dependent upon the more developed nations for markets, capital, technical and managerial expertise, and high-technology manufactured goods.

OHIO—PROBLEM SOLVING

For all nations, energy, inflation, raw materials, and trade will continue to be critical economic issues. Efforts aimed at solving the central economic problems of mass poverty and unemployment remain a global economic challenge. Economic relations between the developed and developing nations will be crucial, therefore, to the well-being of the world as a whole. Because Ohio has a central role to play in this process, instruction designed to help students better understand the complex economic issues facing the peoples and nations of the world is essential. These issues will provide numerous problem-solving opportunities for the Ohio studies program.

The problem-solving approach to Ohio studies is designed to help students develop an appreciation for the global nature of most of the issues that affect society and an understanding of the interrelationships that bind us inextricably to other nations, regions, and peoples. By focusing on individual issues and on the unique combination of factors, risks, and decisions associated with each issue, students will be able to apply problem-solving strategies to situations that affect the local community as well as the entire globe. The clear need for classroom strategies for teaching about global issues and Ohio makes this a particularly appealing approach.

COURSE OF STUDY

SECTION III:
DEVELOPING THE COURSE OF STUDY

The information in this section is designed to provide direction in developing a course of study for Ohio studies. It is suggested that a review of the information presented in the *PROCESS MODEL FOR COURSE OF STUDY* (Ohio Department of Education, 1983) be undertaken as an important first step in this process. While most districts will develop Ohio studies as part of a K-12 social studies course of study, there are some districts which prefer to develop separate courses of study for each subject taught in the social studies program. In either case, it should be remembered that Ohio studies is part of the total social studies program, and consideration should be given to its relationship to the rest of the program. The discussion of course of study components presented below is relevant to the development of the Ohio studies or K-12 social studies course of study.

COVER SHEET. A title page which clearly indicates whether the course of study is for social studies K-12 or for Ohio studies only is required. It is important that the school district's name be included on the cover sheet.

STATEMENT OF ADOPTION BY THE BOARD OF EDUCATION. Any course of study submitted to the Ohio Department of Education must have been adopted first by the county, city, or exempted village board of education or the proper authority in nontax-supported schools and school systems. A statement to this effect must be included in the Ohio studies or K-12 social studies course of study, or included in a cover letter which accompanies the course of study.

TABLE OF CONTENTS. This feature is included in the course of study for the benefit of those who use the document. This component is particularly helpful when many social studies subjects are included in a course of study for the K-12 social studies program.

INTRODUCTION. This component provides an overview of the document and states the purpose and function of the course of study. If there is not a separate acknowledgment page, the introduction would be an appropriate place to pay tribute to those who worked to develop the course of study. In the case of the K-12 social studies course of study, there does not need to be a separate introduction to the Ohio studies section. The introduction to the social studies document will suffice for the entire program.

COURSE OF STUDY

DISTRICT PHILOSOPHY AND GOALS. A copy of the district philosophy of education and goal statements must be included in the course of study. Rule 3301-35-02 (B)(1)(a)(ii) of the *MINIMUM STANDARDS FOR ELEMENTARY AND SECONDARY SCHOOLS* specifies that "Each course of study shall be based on the philosophy of education and educational goals." Thus, whether a K-12 social studies course of study or an Ohio studies course of study is being developed, attention must be given to the district philosophy and goals. What is taught in the classroom should, in fact, implement the basic purposes of education established by the district.

PROGRAM PHILOSOPHY. This component provides the rationale for all of the subjects that are taught as part of the K-12 social studies program. It should be consistent with the district philosophy and provide the base from which goals and objectives are generated. Districts should have one program philosophy for social studies whether they are developing a K-12 course of study for the entire social studies program, or individual courses of study for each subject in the program. As with the district philosophy, the social studies philosophy should provide direction for the development of goals and objectives. It is important, therefore, that the objectives implement the purposes stated in the program philosophy. The program philosophy is not a course of study component that is developed for Ohio studies alone.

Following are two sample social studies program philosophies:

1. The main goal of social studies education is to enable all students to grow into responsible citizens of a democratic society. The purpose of this course of study is to provide a comprehensive and unified program of school experiences designed to guide students along the cumulative and continuing path of social education.

   The comprehensive social studies program views the disciplines of history, political science, sociology, geography, anthropology, economics, law and social psychology as interrelated facets of the whole program. Integration of the social studies with all areas of study is encouraged for more effective and efficient development of the students in their total environment.

   Continuous change is inevitable and accelerating. Therefore, the growing complexity of man's social problems demands that full advantage be taken of new teaching strategies and methodologies. Teachers are obligated to help students cope with this age of change and technological development. The mastery of facts and skills, in addition to the transmission and development of society's values, underlies the classic concern of making the school situation relevant to contemporary life.

2. The social studies identify the areas of the curriculum which deal with the knowledge, skills, attitudes, values, and participatory competencies that ensure students will have an equal opportunity to become effective and responsible citizens as they relate to their physical and affective environments.

   The emphasis of social studies should be on the real world and should include the development of understandings, attitudes, and values; the acquisition of skills required of a reasonable and literate citizenry; and the utilization of methods needed to think critically, to make rational decisions, and to solve problems. The program of social studies is concerned with the development of the ability and willingness of individuals to make decisions on personal and public issues and problems. This should serve to improve the environment, society, and the world, and to sustain a democratic system of government and way of life. Students should be encouraged to investigate relevant issues and problems, to examine alternatives and consequences, and to make reasoned judgments in accordance with personal values and the expectations of society. Opportunities should be provided for student inquiry into the major concepts of the social science disciplines.

   The social studies curriculum should provide students with a rich and varied array of learning experiences that will facilitate the development of their ability to investigate and understand themselves. Experiences should also be provided that promote the understanding of self and others, as individuals, as group members, and as inhabitants of Earth. Historic, current, and future perspectives should be offered in these experiences.

   The social studies curriculum must integrate the knowledge, skills, and values from other areas of the curriculum and encourage their refinement, elaboration, and application to actual problems facing today's youth.

PROGRAM GOALS. These goals are derived from the program (social studies) philosophy and are specified as broad statements of desired outcomes for the program. They serve, therefore, as an intermediate step in the process of translating the program philosophy into specific objectives. As with the program philosophy, program goals are developed for the social studies program regardless of whether Ohio studies is included in a K-12 social studies course of study or developed as a separate course of study.

Following are some sample program goals:

1. The program will enable students to learn to become responsible and effective citizens at local, state, national, and international levels.

2. The program will provide students the opportunity to develop an understanding and appreciation of our American heritage.
3. The program will enable students to develop an understanding and respect for differences and similarities among individuals and cultures.
4. The program will enable students to develop and practice a variety of intellectual, study, and critical thinking skills appropriate to the social sciences.

SCOPE AND SEQUENCE: PROGRAM OBJECTIVES. Program objectives are broad statements, often specifying student outcomes, which are derived from program goals. While more specific than program goals, program objectives are not so specific as to inform the classroom teacher as to exactly what is to be taught. They do, however, provide a valuable link between the very general program goals and the specific subject objectives. Program objectives are also developed for social studies K-12, rather than for specific courses or subjects within the program. Program objectives ought to guide the development of subject objectives.

Following are some examples of program objectives:

1. Students will be able to recognize and identify those characteristics that exemplify responsible citizenship.
2. Students should develop an understanding of the structures and functions of federal, state, and local governments.
3. Students should be able to develop an appreciation for the historical development of the American democratic system.
4. Students will understand and appreciate the United States as a multiracial, multilingual, and multicultural society.
5. Students will develop and use skills involved in critical thinking.

SCOPE AND SEQUENCE: SUBJECT OBJECTIVES. Subject objectives specify the desired learning outcomes for a given grade level or subject. They define what is to be learned in each subject. Subject objectives, therefore, must be written so that the classroom teacher knows precisely what students should learn. This component of the course of study will require the greatest effort in terms of time, for it is at this point that objectives dealing specifically with Ohio studies will be developed. The development of subject objectives does not occur in a vacuum. Careful attention to the district and program philosophies, program goals, and the program objectives is important. Ohio studies must be an integral part of the district's social studies program. This is true whether the district establishes a K-12 social studies course of study or creates a separate course of study for Ohio studies.

COURSE OF STUDY

Organizational decisions relative to Ohio studies will also influence the development process, and ought to be reflected in the course of study. For example, if Ohio studies consists of a full year of instruction spanning two grade levels, the course of study should have subject objectives at each of the identified grade levels. The approach to be used must also be considered as subject objectives are developed and organized in a sequence of learning. Whether the approach emphasizes topics/themes, major problems and issues, or a social science discipline, it should be reflected in the subject objectives. It should also be understood that the approach which is selected must be consistent with the social studies program philosophy.

Careful consideration should be given to the appropriate inclusion of subject objectives in the sequence of the social studies program. The objectives should build on those skills developed at earlier grade levels and provide the basis for skills to be developed in subsequent years. For example, it would be difficult to teach students in the seventh grade ideas about Ohio that are based on concepts they will learn in the eighth grade in United States history or in the eleventh grade in sociology. Ohio studies is part of the social studies program, and what is taught in Ohio studies must be considered as a coordinated part of the social studies scope and sequence. Additionally, social studies courses of study should contain both content and process objectives in order to ensure an integrated scope and sequence. Students need to learn the processes used by social scientists as they examine and try to make sense of the factual information that defines the content.

It is essential, therefore, that consideration be given to the inclusion of objectives from the three domains—cognitive, affective, and psychomotor—of learning. Objectives should be developed for the various levels of sophistication in each of the domains. For example, students should have opportunities to extend knowledge and comprehension to synthesis and evaluation. Ohio studies should contribute to a logical progression of skill development within the social studies program.

Following are some sample subject objectives:

1. Students will list qualifications for voting.
2. Students will be able to operate a voting machine.
3. Students should be able to discuss the major provisions of the Land Ordinance of 1785 and the Northwest Ordinance of 1787.
4. Students should be able to analyze the cultural and social changes that took place as Ohio matured.

5. Students should be able to evaluate the input of the development of transportation systems.

PUPIL EVALUATION PLAN. The basic purpose of this component is to indicate how the goals and objectives contained in the course of study will provide a basis for pupil evaluation. Consideration should be given to the wide variety of objectives contained in the course of study and to the understanding that they will require a wide variety of assessment methods. It is important to use the assessment strategies that are most appropriate for the objectives being evaluated. The evaluation plan may be developed for the entire social studies program, making it unnecessary to develop a separate evaluation plan for Ohio studies. Districts may prefer, however, to develop evaluation plans for each subject in the social studies program. In that case, it will be necessary to develop an evaluation plan for Ohio studies.

Following is a sample pupil evaluation plan:

Evaluation is a continuous, fundamental process which is essential for the student, teacher, and administrator. For the student, evaluation provides techniques for considering individual strengths, interests, needs, achievements, and capabilities. For the teacher, evaluation supplies vital information for formulating appropriate instructional plans which will aid students in the attainment of goals and objectives commensurate with their ability. For the administrator, evaluation results provide data for determining the effectiveness of the social studies program and for guiding any needed changes in curriculum, instruction, or administrative policy.

Evaluation techniques are closely related to the teaching-learning process and are reflective of the stated program goals and objectives. Teachers need to view instruction and evaluation as inseparable. Tests need to be utilized for judging competencies as well as for diagnosing weaknesses. Results are an indication of how effectively the material was taught, how well the students have learned, and specifically where more work needs to be done.

Since evaluation is both formative and summative, the following data-gathering instruments and techniques are examples of tools which may be used for making judgments concerning student needs, gain and competencies.

1. Classroom observations
   a. anecdotal recording of skill proficiency, participation or knowledge mastery
   b. observational checklists

2. Interest inventories
3. Informal social studies evaluation
   a. teacher-prepared tests
   b. oral presentations
   c. independent projects or reports
   d. group projects and reports
   e. simulations
   f. test management system—placement, readiness, diagnosis, record keeping, progress, achievement
4. Formal standardized tests—item analysis
5. Conferences—parent-teacher, teacher-student
6. Mid-semester progress reports
7. Semester achievement reports

Since evaluation results provide valuable information for determining the effectiveness of the social studies program, careful consideration is necessary when choosing appropriate approaches for measuring specific knowledge and skills involved in the social studies disciplines. For example, when assessing knowledge-level skills, standardized tests and teacher-prepared objective tests would be the most appropriate methods. However, higher-level skills such as synthesis and evaluation are better assessed with oral presentations, projects, reports, and simulations. Appropriate assessment strategies should also be determined for evaluating psychomotor and affective objectives.

When the completed course of study has been adopted by the city, exempted village, or county board of education or the proper authority in nontax-supported schools and school systems, it should be submitted to the Ohio Department of Education for approval. Upon approval, the course of study is ready to be implemented.

The information presented in this section can be useful in the development of discrete courses of study for Ohio studies, or in the development of the Ohio studies component of the social studies course of study. Together with the alternative strategies for organizing Ohio studies instruction discussed in Section II, these or other meaningful strategies can determine how young people in the community will approach the study of their state. It is important that these kinds of considerations be taken into account as the course of study is being developed.

TEXTBOOKS

SECTION IV:
RESOURCES FOR OHIO STUDIES

Part 1. Textbooks and Print materials

CURRICULUM ON WOMEN FOR OHIO HISTORY
Cleveland Public Schools
Social Studies Department
Cleveland, OH 44114

DEVELOPMENT OF OHIO'S COUNTIES AND THEIR HISTORIC COURT HOUSES
County Commissioners Association of Ohio
Columbus, OH 43216

IMPROVING VOTING IN OHIO
Ohio Secretary of State
14th floor
State Office Tower
Columbus, OH 43216

OHIO COURT SYSTEM, THE
T.S. Dennison & Company, Inc.
Minneapolis, MN 55437

OHIO GEOGRAPHY, HISTORY, GOVERNMENT
Laidlaw Brothers
Thatcher and Madison
River Forest, IL 60305

OHIO'S HERITAGE
Gibbs Smith, Inc.
Peregrine Smith Books
Salt Lake City, UT 84014

OHIO'S HIGH SULPHUR COAL
The Ohio Alliance for Environmental Education
Focus on the Issue
445 King Ave.
Columbus, OH 43201

OHIO IN THE WORLD
Ohio Council for the Social Studies
24898 Fawn Dr.
North Olmsted, OH 44805

OHIO: ITS PEOPLE AND CULTURE
Guardian Book Company
P.O. Box 6562
Toledo, OH 43612

TEXTBOOKS

OHIO STUDIES PROGRAM
Graphic Learning Corporation
P.O. Box 5827
Tallahassee, FL 32301

OHIO THE BUCKEYE STATE
Prentice-Hall, Inc.
Educational Books Division
Englewood Cliffs, NJ 07632

OHIO WOMEN
Ohio Bureau of Employment Services
145 S. Front St.
Columbus, OH 43215

OUR FEDERAL AND STATE CONSTITUTIONS
A.J.S. Publications
229 Briar Court
Island Lake, IL 60042

PRACTICAL LAW IN OHIO
Ohio Attorney General
30 East Broad
Columbus, Ohio 43215

PRACTICAL POLITICS
Ohio Secretary of State
30 East Broad
Columbus, Ohio 43215

PUBLIC EDUCATION: A RESOURCE BOOK
Ohio Department of Education
Division of Inservice Education
65 S. Front St.
Columbus, OH 43215

THE LAW AND YOU
Ohio State Bar Association
33 West Eleventh Ave.
Columbus, OH 43201

THE STORY OF OHIO
Charles E. Merrill Publishing Co.
A Merrill Skilltext Program
Columbus, OH 43216

YOUR PASSPORT TO OHIO
Ohio Department of Development
Office of Travel and Tourism
P.O. Box 1001
Columbus, OH 43216

MEDIA CENTERS

Part 2. Media Materials*

AREA MEDIA CENTERS

AREA	SERVING
Central	
Delaware County Board of Education 22 Court St., Delaware 43015 (614) 548-7880	Delaware, Marion, Morrow, and Union Counties
Franklin County Board of Education 80 East Fulton St., Columbus 43215 (614) 462-3270	Franklin County
Licking County Board of Education County Administration Building 20 South 2nd St., Newark 43055 (614) 349-8421, ext. 231	Knox and Licking Counties
Pickaway County Board of Education 139 W. Franklin St., Circleville 43113 (614) 474-7520 or 7529	Fairfield, Fayette Madison, Pickaway, and Ross Counties
Cuyahoga County	
Metropolitan Cleveland Educational Resources Center WVIZ-TV, 4300 Brookpark Road, Cleveland 44134 (216) 398-2800, ext. 225 or 226	Cuyahoga County
East Central	
East Central Ohio Area Media Center—North Stark County Board of Education Edgefield Annex-2100 38th St. NW, Canton 44707 (216) 492-8136	Columbiana, Stark, and Wayne Counties
East Central Ohio Educational Resource Center-South Tuscarawas County Board of Education 261 West High Avenue, New Philadelphia 44663 (216) 339-6177	Belmont, Carroll, Coshocton, Guernsey, Harrison, Holmes, Jefferson, Monroe, Muskingum, Noble, and Tuscarawas Counties

*Many varieties of media materials can be provided by local sources in the community. These should be used as appropriate. The films included here are available at the area media centers, but all titles may not be available at each media center. It is recommended that the centers listed here be contacted for specific films.

MEDIA CENTERS

North Central	
Lorain County Supplementary Educational Center 1005 N. Abbe Road, Elyria 44035 (216) 365-4191, ext. 308	Lorain County
Medina County Cooperative Media Center 144 N. Broadway, Medina 44256 (216) 723-6393	Medina County
Sandusky Area Supplementary Educational Center 2130 Hayes Ave., Sandusky 44870 (419) 626-6940, ext. 336	Erie, Huron, and Eastern Ottawa Counties
Satellite 5 Film Library Center 50 Park Avenue East County Administration Building Mansfield, 44902 (419) 755-5529	Ashland and Richland Counties
Summit County Schools Film Library 482 Grant Street, Akron 44311 (216) 253-5290	Summit County
Northeast	
North East Ohio Instructional Media Center (NEO-IMC) 2251 Atlantic St., NE, Warren 44483 (216) 841-2269	Ashtabula, Geauga, Lake, Mahoning, Portage, and Trumbull Counties
Northwest	
Northwest Ohio Media Center WBGU-TV-Bowling Green State University, Bowling Green 43403 (419) 372-0121, ext. 27	Allen, Crawford, Defiance, Fulton, Hancock, Hardin, Henry, Lucas, Ottawa, Putnam, Sandusky, Seneca, Van Wert, Williams, Wood, and Wyandot Counties
Southeast	
Gallipolis City Board of Education 61 State St. Gallipolis 45631 (614) 446-3211	Gallia County

MEDIA CENTERS

Hocking-Athens-Perry Educational Media Center Tri-County Joint Vocational School Route 1, Nelsonville 45764 (614) 753-3836	Athens, Hocking, Perry, and Meigs Counties
Lawrence, Pike, Scioto Media Center Portsmouth High School Gallia and Waller, Portsmouth 45662 (614) 353-4377	Lawrence, Pike, and Scioto Counties
Southeastern Ohio Media Center Washington County Film Library Harmar Elementary School, 100 Fort Sq. Marietta 45750 (614) 374-5081	Washington and Morgan Counties
Southwest	
Butler County Schools Media Center Butler County Board of Education Third and Ludlow Sts., Hamilton 45011 (513) 867-5822	Butler County
Clermont County Board of Education 76 S. Riverside Dr., Batavia 45103 (513) 732-3226	Clermont County
Hamilton County Office of Education 11083 Hamilton Ave., Cincinnati 45231 (513) 742-2200	Hamilton County
Tri-County Curriculum and Materials Center Administration Building, Fairgrounds Georgetown 45121 (513) 932-3851	Adams, Brown, and Highland Counties
Wilmington-Clinton County Area Media Center 576 W. Main St., Wilmington 45177 (514) 382-1641 or 6921	Clinton County
West Central	
Division of Instructional Media Montgomery County Schools 1830 Harshman Road Dayton 45424 (513) 236-6771 or 6768	Auglaize, Champaign, Clark, Darke, Greene, Logan, Mercer, Miami, Montgomery, Preble, and Shelby Counties

FILMS

FILMS

ABOARD A LAKES FREIGHTER
ANCIENT MAN IN OHIO HERITAGE
ARCHITECTURE IN THE OHIO HERITAGE
AUTOMOBILE IN THE OHIO HERITAGE
BEAUTIFUL BIRDS IN OHIO
BIG TIMBER IN OHIO
BY HEAVEN WE CAN
CANALS IN OHIO
CITY AT THE SUMMIT
THE CITIES: A CITY IS TO LIVE IN
CLARENCE DARROW AND THE HARNESS
CLEAN TOWN U.S.A.
CLEVELAND
CLEVELAND: A SPECIAL PLACE
CLEVELAND ORCHESTRA: ONE MAN'S TRIUMPH
CONSPIRACY ON THE OHIO
COONSKIN LIBRARY
CROWN JEWELS OF OBERLIN
EDUCATION FOR LIVING
EMPIRE WITHIN AN EMPIRE
ERIE CANAL
FALSE WITNESS
THE FIRST OHIOANS
FIRST AMERICANS
FIVE PANELS FOR GARFIELD
FLATBOAT MEN OF THE FRONTIER
FORT LAURENS
GENTLE JOHNNY APPLESEED
GEOGRAPHY OF THE U.S.: NORTH CENTRAL STATES
JOHNNY APPLESEED: A LEGEND OF FRONTIER LIFE
KING OF THE KEELS
LAKE ERIE ISLAND
THE LAST INDIANS TO LEAVE OHIO
LEARNING TO STUDY YOUR STATE
THE LEGACY
LIGHT IN THE DARKNESS
LOUIS BROMFIELD: MALABAR FARM
MAGNIFICENT FAILURE
THE MAKING OF OHIO: INDUSTRY
THE MAKING OF OHIO: TRANSPORTATION
MALABAR FARM
MAN IN STATUARY HALL
MAPLE SUGAR FESTIVAL
MONUMENT TO A BROKEN ARM

FILMS

MORGAN'S ESCAPE
A MOST NOTABLE CENTURY
MOUND BUILDERS
MY OHIO
NEW LIFE ON THE OLD CANAL
NEWSPAPERS IN THE OHIO HERITAGE
NOT WITH EMPTY HANDS
OHIO
OHIO, A CHANGE OF WORLDS
OHIO CANALS
OHIO GEOLOGICAL SURVEY
OHIO GOLDEN HARVEST
OHIO GRIT
OHIO: THE GROWTH STATE
OHIO HERITAGE
OHIO HERITAGE OF AGRICULTURE
OHIO HERITAGE OF FLIGHT
OHIO HERITAGE OF LAKES
OHIO HISTORICAL FIELD TRIPS: FIRST OHIOANS
OHIO HISTORICAL FIELD TRIPS: OHIO CANALS
OHIO HISTORICAL FIELD TRIPS: PRESIDENTS FROM OHIO
OHIO HISTORICAL FIELD TRIPS: RIVERS
OHIO HISTORICAL FIELD TRIPS: SCHOENBRUNN
OHIO HISTORICAL FIELD TRIPS: TWO HEROES
OHIO HISTORICAL FIELD TRIPS: WIZARD OF MENLO PARK
OHIO HISTORICAL FIELD TRIPS: ZOAR
OHIO LEGACY
OHIO-MICHIGAN-INDIANA-ILLINOIS/CHARLES KURALT
OHIO MINERAL RESOURCES
OHIO ROBS A BANK
OHIO RIVER-BACKGROUND FOR SOCIAL STUDIES
OHIO RIVER-INDUSTRY AND TRANSPORTATION
OHIO RIVER: LOWER VALLEY
OHIO RIVER: UPPER VALLEY
OHIO: SCHOENBRUNN
OHIO, THE MAKING OF TRANSPORTATION, CHAPTER II
OHIO: THE SEARCH
OHIO: SWEET OHIO
OHIO: U.S.A.
OHIO: THE WAR OF 1812
OHIO WILDLIFE
OUR CAPITAL CITY
PIONEERS OF THE WESTERN RESERVE
A PLACE FOR WILDLIFE
POLITICS, PARTIES, AND POLITICIANS IN STATE GOVERNMENT

STATE AGENCIES

PRESIDENTS FROM OHIO
RETURN OF THE ZANES
THE RIVERS IN OHIO
ROBERT A. TAFT
SCARLET CARNATION
SCHOOL FOR THE BLIND
SEARCHER-SEARCHER
SIMPLE GIFTS: OHIO FOLKLORE
SON OF MOTHER MACHREE
SPECIAL PLACES: OHIO'S STATE PARKS
STATE GOVERNMENT
STATE LEGISLATURE
SPIRIT OF ARCHIE WILLARD
SWEET OHIO
SWEETWATER: INLAND SEAS
SYMBOLS OF OHIO
THOMAS EDISON
TRIAL BY DEATH
TRIAL OF DORSEY VIERS
UP ON THE HOUSETOPS
U.S. EXPANSION: NORTHWEST TERRITORY
THE VILLAGE
VILLAGE OF THE WESTERN RESERVE
WATER RESOURCES IN THE HERITAGE OF OHIO
WESTWARD MOVEMENT I: SETTLERS OF THE OLD TERRITORY
WHO KILLED LAKE ERIE?
WILDLIFE CONSERVATION IN OHIO
WITCHCRAFT ON TRIAL
THE WONDERFUL WORLD OF OHIO
WRECK OF THE SHENANDOAH

Part 3. Institutional Resources*

State Agencies

ATTORNEY GENERAL
30 East Broad
Columbus, OH 43215
(614) 466-4320

*Organizations, businesses, chambers of commerce, public utilities, and the like are far too numerous to list here. It is suggested that a local resource file be developed and maintained as a supplement to the state agencies and historical societies listed here.

STATE AGENCIES

BUREAU OF EMPLOYMENT SERVICES
145 S. Front St.
Columbus, OH 43215
(614) 466-4636

CIVIL RIGHTS COMMISSION, OHIO
220 Parsons Ave.
Columbus, OH 43215
(614) 466-9868

DEPARTMENT OF AGRICULTURE
65 S. Front St.
Columbus, OH 43215
(614) 466-2732

DEPARTMENT OF COMMERCE
Chestnut & High Streets
Columbus, Oh 43215
(614) 466-3636

DEPARTMENT OF DEVELOPMENT
30 East Broad
Columbus, OH 43215
(614) 466-2480

DEPARTMENT OF EDUCATION
65 S. Front St.
Columbus, OH 43215
(614) 466-2211

DEPARTMENT OF HEALTH
246 N. High St., P.O. Box 118
Columbus, OH 43215
(614) 466-3543

DEPARTMENT OF MENTAL HEALTH
30 East Broad
Columbus, OH 43215
(614) 466-2596

DEPARTMENT OF NATURAL RESOURCES
Fountain Square
Columbus, OH 43224
(614) 466-6565

DEPARTMENT OF PUBLIC WELFARE
30 East Broad
Columbus, OH 43215
(614) 466-7987

MUSEUMS

DEPARTMENT OF TRANSPORTATION
25 S. Front St.
Columbus, OH 43215
(614) 466-2335

ENVIRONMENTAL PROTECTION AGENCY
361 East Broad
Columbus, OH 43215
(614) 466-8565

OHIO BOARD OF REGENTS
30 East Broad
Columbus, OH 43215
(614) 466-6600

OHIO SUPREME COURT
30 East Broad
Columbus, OH 43215
(614) 466-3456

OHIOANA LIBRARY ASSOCIATION
65 S. Front St.
Columbus, OH 43215
(614) 466-3831

PUBLIC UTILITIES COMMISSION
375 S. High St.
Columbus, OH 43215
(614) 466-3016

SECRETARY OF STATE
30 East Broad
Columbus, OH 43215
(614) 466-4980

STATE HIGHWAY PATROL
660 East Main St.
Columbus, OH 43205
(614) 466-2660

Part 4. Field Trips

Museums:

Akron
AKRON ART MUSEUM
Variety of special exhibitions
70 E. Market St.
(216) 376-9185

MUSEUMS

Akron
POLICE MUSEUM
Century-old collection of weapons used by police and criminals
217 S. High
(216) 375-2390

Akron
RAILWAYS OF AMERICA
Model trains with more than one mile of rails
130 E. Mill St.
(216) 253-5970

Antwerp
EHRHART MUSEUM
Historical museum featuring mounted animals
City Hall, P.O. Box 278
(419) 258-2212

Ashland
ASHLAND COUNTY HISTORICAL SOCIETY
Contains items from Ashland County and Northeastern Ohio
414 Center
(419) 289-1880

Ashville
SLATE RUN LIVING HISTORICAL FARM
Working family farm operated as in the 1800s
9130 Marcy Rd.
(614) 833-1880

Athens
ATHENS COUNTY MUSEUM
Series of theme exhibits depicting life in Athens County
65 N. Court St.
(614) 593-6216

Athens
SOUTHEASTERN OHIO CULTURAL ARTS CENTER
A cultural arts center
Dairy Lane, P.O. Box 747
(614) 592-4981

Barnesville
BELMONT COUNTY MUSEUM
Gay 90s mansion of Romanesque architecture
P.O. Box 434
(614) 425-2926

MUSEUMS

Bay Village
LAKE ERIE NATURE & SCIENCE CENTER
Collection of live animals and birds; wild flower garden
28728 Wolf Rd.
(216) 871-2900

Bellbrook
BELLBROOK HISTORICAL MUSEUM
Two-story log museum
42 N. Main St.
(513) 848-2415

Bellevue
MAD RIVER & NKP RAILROAD MUSEUM
Full-size railroad equipment on display
253 Southwest St., P.O. Box 42
(419) 483-2222

Berea
MAHLER MUSEUM
Historic home furnished in 1880s style; sandstone products
118 E. Bridge St., P.O. Box 173
(216) 243-2541

Berlin
AMISH FARM
Amish farmhouse and other buildings; old-fashioned tools
Box 61, S.R. 39
(216) 893-2951

Bowling Green
WOOD COUNTY HISTORICAL MUSEUM
Infirmary, built in 1868; household furnishings
13660 County Home Rd.
(419) 352-0967

Brookville
BROOKVILLE COMMUNITY MUSEUM
Restored 1894 Queen Anne-style home; research library
14 Market St., P.O. Box 82
(513) 833-3470

Bucyrus
BUCYRUS HISTORICAL SOCIETY
1873 home, filled with guns and tools
P.O. Box 493
(419) 562-6386

MUSEUMS

Cambridge
CAMBRIDGE GLASS MUSEUM
World's largest collection of Cambridge glass
812 Jefferson Ave.
(614) 432-3045

Cambridge
GUERNSEY COUNTY HISTORICAL MUSEUM
Displays of local artifacts; Cambridge glass
218 N. 8th St.
(614) 439-3688

Canal Winchester
MID-OHIO HISTORICAL MUSEUM
Hundreds of dolls from antique to modern on display
700 Winchester Pike, P.O. Box 82
(614) 837-5573

Canton
CANTON CLASSIC CAR MUSEUM
Antique, classic and collector cars
555 Market Ave. S.
(216) 455-3603

Canton
McKINLEY MUSEUM OF HISTORY
Indoor historic villages; science and historical hall
749 Hazlett Ave. NW
(216) 455-7043

Celina
MERCER COUNTY HISTORICAL MUSEUM
Indian artifacts, exhibits of early life in Mercer County
130 E. Market
(419) 586-6065

Chillicothe
FRANKLIN HOUSE MUSEUM
Museum featuring textiles, crafts, quilts from the 1800s
80 S. Paint St.
(614) 772-1936

Chillicothe
ROSS COUNTY HISTORICAL MUSEUM
Historical items, toys, clocks, textiles
45 W. 5th St.
(614) 772-1836

MUSEUMS

Cincinnati
CINCINNATI ART MUSEUM
General art museum with a 100 gallery permanent collection
Eden Park
(513) 721-5204

Cincinnati
CINCINNATI FIRE MUSEUM
Museum illustrating Cincinnati's history
315 W. Court St.
(513) 621-5553

Cincinnati
CINCINNATI HISTORICAL SOCIETY
Research library for Ohio Valley region history
Eden Park
(513) 241-4622

Cincinnati
CINCINNATI MUSEUM OF NATURAL HISTORY
Cavern complete with 30-foot waterfall; stalactites
1720 Gilbert Ave.
(513) 621-3889

Cincinnati
CONTEMPORARY ARTS CENTER
Founded in 1939 to feature current developments in arts
115 E. 5th St.
(5130 721-0390

Cincinnati
FOURTH STREET HISTORY GALLERY
Exhibits of the Cincinnati Historical Society
Clopay Bldg., 4th & Walnut Sts.
(513) 241-4622

Cincinnati
JOHN HAUCK HOUSE
Historical museum in restored Victorian mansion
812 Dayton St.
(513) 721-4506

Cincinnati
THE TAFT MUSEUM
World famous art collection housed in historic 1920s mansion
316 Pike St.
(513) 241-0343

MUSEUMS

Cleveland
CLEVELAND HEALTH EDUCATION MUSEUM
More than 100 major exhibits dealing with all aspects of health
8911 Euclid Ave.
(216) 231-5010

Cleveland
CLEVELAND MUSEUM OF ART
Major art museum with more than 45,000 objects
11150 East Blvd.
(216) 421-7340

Cleveland
CLEVELAND MUSEUM OF NATURAL HISTORY
Ohio's largest natural science museum
Wade Oval, University Circle
(216) 231-4600

Cleveland
CRAWFORD AUTO-AVIATION MUSEUM
Collection of more than 200 restored vehicles
10825 E. Blvd.
(216) 721-5722

Cleveland
HOWARD DITTRICK MUSEUM OF HISTORICAL MEDICINE
Museum documenting history of health sciences
11000 Euclid Ave.
(216) 368-3648

Cleveland
NELSON SANFORD HOUSE
Restored 1863 Italianate home with Victorian period room
2843 Franklin Blvd.
(216) 623-7454

Cleveland
USS COD
World War II submarine with small museum aboard
1089 E. 9th St.
(216) 271-7310

Cleveland
WESTERN RESERVE HISTORICAL SOCIETY
Exhibits and period settings tracing American culture
10825 E. Blvd.
(216) 721-5722

MUSEUMS

Clyde
CLYDE PUBLIC MUSEUM
Features models of Indian home life
222 W. Buckeye
(419) 547-0464

Clyde
WINESBURG INN
Dedicated to Sherwood Anderson
509 W. McPherson Hwy., Box 217
(419) 547-0491

Columbus
CENTER OF SCIENCE AND INDUSTRY (COSI)
Technology museum
280 E. Broad
(614) 228-6361

Columbus
COLUMBUS MUSEUM OF ART
Large collection of fine art works
480 E. Broad
(614) 221-6801

Columbus
CULTURAL ARTS CENTER
Renovated historic arsenal featuring visual art exhibits
139 W. Main St.
(614) 222-7047

Columbus
KELTON HOUSE
Restored 1857 Greek Revival residence
586 E. Town St.
(614) 464-2022

Columbus
OHIO HISTORICAL CENTER
Exhibits from the Ice Age to the Space Age
1985 Velma Ave.; I-71 & 17th Ave.
(614) 466-1500

Conneaut
CONNEAUT COMMUNITY CENTER
Art exhibits and special events
1025 Buffalo St.
(216) 593-5888

MUSEUMS

Coshocton
JOHNSON-HUMRICK HOUSE MUSEUM
Collections of Americana
300 Whitewoman St.-Roscoe Village
(614) 622-8710

Crooksville
OHIO CERAMIC CENTER
Display of ceramics from east central Ohio
Co. Rd. 98 (old S.R. 93)

Dayton
AIR FORCE MUSEUM
Oldest and largest military aviation museum in the world
Wright-Patterson Air Force Base
(513) 255-3284

Dayton
AULLWOOD AUDUBON CENTER & FARM
200-acre environmental education area; exhibits
9101 Frederick Rd.
(513) 890-7360

Dayton
CARILLON PARK
61-acre park with displays and museums
U.S. 25 S. Patterson & Carillon Blvds.

Dayton
CARRIAGE HILL FARM
Living historical farm being restored to 1800s
7860 Shull Rd.
(513) 879-0461

Dayton
DAYTON ART INSTITUTE
Changing art exhibitions
Forest and Riverview Ave.
(513) 223-5277

Dayton
MONTGOMERY COUNTY HISTORICAL SOCIETY
Museum located in 1850 Greek Revival courthouse
7 N. Main
(513) 228-6371

Dayton
THE ENERGY CENTER
One-stop location for energy information
Courthouse Plaza S.W., P.O. Box 1247
(513) 224-5966

MUSEUMS

Dover
WARTHER CARVINGS
Collection of hand-carved historical pieces; Swiss gardens
331 Karl Ave.
(216) 343-7513

East Liverpool
MUSEUM OF CERAMICS
Display of 19th and early 20th-century pottery
400 E. Fifth St.
(216) 386-6001

Eaton
PREBLE COUNTY HISTORICAL FARM CENTER
Restored 2-story log house; 1860s home 7693 Swartsel Rd.
(513) 787-4256

Elyria
HICKORIES MUSEUM
1900s mansion featuring handcrafted carvings
509 Washington Ave.
(216) 322-3341

Elyria
INDIAN RIDGE MUSEUM
Featuring prehistoric Indian and pioneer exhibits
8714 W. Ridge
(216) 323-2167

Findlay
GHOST TOWN MUSEUM PARK
Historical museum, restored country store
10936 Co. Rd. 40
(419) 326-5874

Findlay
HANCOCK HISTORICAL MUSEUM—HULL HOUSE
Important glass collection dating to 1880s
422 W. Sandusky St.
(419) 423-4433

Findlay
KIMMELL HOUSE
Victorian mansion built in 1875
503 W. Sandusky St.
(419) 423-4433

Ft. Loramie
WILDERNESS TRAIL MUSEUM
Former canal-bank hotel, museum
37 N. Main St., P.O. Box 276
(513) 295-3855

MUSEUMS

Granville
ROBBINS HUNTER MUSEUM
Museum housed in 1842 mansion
221 E. Broadway, P.O. Box 183
(614) 587-0430

Greenville
GARST MUSEUM
Historical museum with Ohioan Annie Oakley artifacts
205 N. Broadway, Rt. 118
(513) 548-5250

Hamilton
BENNINGHOFEN HOUSE MUSEUM
Restored Victorian mansion; collections of art works
327 N. 2nd St.
(513) 893-7111

Hillsboro
HIGHLAND HOUSE MUSEUM
Restored 1842 inn, furnished in Victorian furniture
151 E. Main St.
(513) 393-3392

Kettering
KETTERING-MORAINE MUSEUM
Display of Wright brothers' furniture
35 Moraine Cir. S.
(513) 199-2722

Lakewood
OLDEST STONE HOUSE MUSEUM
Typical pioneer dwelling of the area in the period 1838-1860
14710 Lake Ave.
(216) 221-7343

Lancaster
RUTHVEN GALLERY
Collection of original prints and lithographs
203 S. Broad
(614) 653-0663

Lebanon
WARREN COUNTY HISTORICAL SOCIETY MUSEUM
Extensive Shaker collection; library
105 S. Broadway
(513) 932-1817

MUSEUMS

Lima
ALLEN COUNTY MUSEUM
Exhibits include pioneer and Indian history
620 W. Market
(419) 222-9426

Lima
MacDONNELL HOUSE
Restored 1890s home; collection of albino animals
632 W. Market
(419) 222-9426

Lithopolis
THE WAGNALLS MEMORIAL
Ornate Tudor/Gothic stone buildings; libraries
150 E. Columbus St.
(614) 837-4765

Lockington
LOCKINGTON LOCKS STATE MEMORIAL
Locks were part of the Miami & Erie Canal system
I-75 & SR 66

Loveland
CHATEAU LaROCHE
One-fifth scale replica of European castle
12025 Shore Dr., P.O. Box 135
(513) 683-4686

Marietta
OHIO RIVER MUSEUM
Natural history of the river; golden age of steamboats
Campus Martius, 2nd & Washington Sts.
(614) 373-3750

Marion
STENGEL-TRUE MUSEUM
1860s brick home featuring memorabilia
504 S. State St.
(614) 387-6140

Marion
WYANDOT POPCORN MUSEUM
Collection of antiques, films, and other information on popcorn
135 Wyandot Ave.
(614) 387-8196

Massillon
MASSILLON MUSEUM
Art museum with permanent and changing exhibits
212 Lincoln Way E.
(216) 833-4061

MUSEUMS

Maumee
WOLCOTT HOUSE MUSEUM COMPLEX
Unique Federal style house built in 1830
1031 River Rd.
(419) 893-9602

Metals Park
GEODESIC DOME
Mineral garden containing more than 80 raw ore specimens
Rt. 87
(216) 338-5151

Milan
MILAN HISTORICAL MUSEUM
Museum with glass and doll collections
10 Edison Dr.
(419) 499-2968

Milford
MILFORD AREA MUSEUM
Restored 1815 home; area relics
114 Main St.
(513) 831-0815

Minerva
HAAS MUSEUM
Exhibits pertaining to local history and industry
103 Murray Ave.
(216) 868-4287

Montpelier
WILLIAMS COUNTY HISTORICAL COMPLEX
Prehistoric Indian artifacts; county memorabilia
Box 347, Rt. 3
(419) 485-5279

Mt. Vernon
OLD TOOL CRIB MUSEUM
Exhibits of hand tools for 30 different crafts
Beam's Lake
(614) 392-9066

Newark
NATIONAL HEISEY GLASS MUSEUM
Museum of glassware produced in Newark
6th & Church Sts.
(614) 345-2932

MUSEUMS

Newark
SHERWOOD-DAVIDSON HOUSE MUSEUM
One of the finest examples of Federal architecture
Veterans Park—N. 6th St.
(614) 345-4898

Newark
WEBB HOUSE MUSEUM
Restored 1907 house featuring Webb family heirlooms
303 Granville St.
(614) 345-8540

North Canton
HOOVER HISTORICAL CENTER
Home of founder of Hoover Company, restored to Victorian era
2225 Easton St. NW
(216) 499-0287

North Canton
NORTH CANTON HERITAGE SOCIETY
Local memorabilia, artifacts, genealogies, and library
408 W. Maple St. NW
(216) 494-4791

Norwalk
FIRELANDS HISTORICAL SOCIETY
Ohio's second-oldest museum; Indian artifacts
4 Case Ave.
(419) 668-6038

Norwich
NATIONAL ROAD-ZANE GREY MUSEUM
Construction and evolution of the National Road
8850 E. Pike
(614) 872-3143

Oberlin
ALLEN MEMORIAL ART MUSEUM
Museum housing more than 10,000 works of art
Main and Lorain
(216) 775-8665

Old Washington
COLONIAL INN MUSEUM
Museum housed in a Victorian building; Indian collection
101 National Rd., Box 187
(614) 489-5323

MUSEUMS

Oxford
McGUFFEY MUSEUM
Home built in 1833 by author of the McGuffey Reader
Spring and Oak Sts.
(513) 529-4917

Oxford
MIAMI UNIVERSITY ART MUSEUM
Temporary exhibitions of contemporary and historical fine art
Patterson Ave.
(513) 529-2232

Piqua
PIQUA HISTORICAL SOCIETY
Area historical and cultural artifacts
509 N. Main
(513) 773-2522

Portsmouth
ACKERMAN COLLECTION
10,000 photos of the history of Portsmouth since 1745
500 2nd St.
(614) 354-3965

Portsmouth
SOUTHERN OHIO MUSEUM & CULTURAL CENTER
Changing exhibitions in visual arts, history, and humanities
825 Gallia St., P.O. Box 990
(614) 354-5629

Put-in-Bay
BLACKSMITH SHOP
Restored 1905 blacksmith shop with historical museum
Box 417

Ravenna
PORTAGE COUNTY HISTORICAL SOCIETY
Indian artifacts and regional historical items
6549 Chestnut
(216) 296-3523

Sandusky
FOLLETT HOUSE MUSEUM
1800s Greek Revival stone house with exhibits
404 Wayne St.
(419) 627-9608

Shaker Heights
SHAKER HISTORICAL MUSEUM
Collection of artifacts from Shaker communities
16740 S. Park Blvd.
(216) 921-1201

MUSEUMS

Springfield
ART IN CITY HALL
Collection of local artists
76 E. High St.
(513) 342-7303

Springfield
CLARK COUNTY HISTORICAL SOCIETY MUSEUM
Museum of area history with display galleries
300 W. Main St.
(513) 324-0657

Springfield
SPRINGFIELD ART CENTER
General art museum specializing in 19th and 20th century America
107 Cliff Park Rd.
(513) 325-4673

Steubenville
JEFFERSON COUNTY HISTORICAL ASSOCIATION MUSEUM
Display of Steubenville area memorabilia
426 Franklin Ave.
(614) 283-1133

Stow
HERITAGE HOUSE MUSEUM
Typical Western Reserve farmhouse of the 1840s
P.O. Box 1425
(216) 688-1708

Sugarcreek
ALPINE HILLS HISTORICAL MUSEUM
Displays of antiques and local memorabilia; Amish and Swiss
108 Main St., P.O. Box 1776
(216) 852-4113

The Plains
HOCKING VALLEY MUSEUM
Log houses, Civil War relics, Indian artifacts
51 Tritipo Ln.
(614) 797-4363

Tiffin
SENECA MUSEUM
1854 Greek Revival house; Tiffin crystal collection
28 Clay St.
(419) 447-5955

MUSEUMS

Toledo
TOLEDO MUSEUM OF ART
World-renowned museum of American visual arts of all types
2245 Monroe St., P.O. Box 1013
(419) 255-8000

Toledo
VICTORIAN LADY MINI-TOUR
Tour of Victorian homes in Toledo's historic west end
2210 Robinwood
(419) 294-3857

Utica
YE OLDE MILL
Restored 1817 water mill, housing museum and ice cream factory
S.R. 13
(614) 892-3921

Vandalia
TRAPSHOOTING HALL OF FAME & MUSEUM
Trapshooting history and memorabilia
601 W. National Rd.
(513) 898-1945

Vermilion
GREAT LAKES HISTORICAL SOCIETY MUSEUM
Museum of Great Lakes history
480 Main St.
(216) 967-3467

Wapakoneta
NEIL ARMSTRONG MUSEUM
Air and space museum
I-75 & Bellefontaine St., Box 1978
(419) 738-8811

Warren
GILMER HOUSE
1845 Victorian house
720 Mahoning Ave.
(216) 395-4876

Warren
JOHN STARK EDWARDS HOUSE
Oldest house in Warren, built in 1807
309 S. St. SE
(216) 394-4653

MUSEUMS

Warren
SUTLIFFE MUSEUM
Recreated Victorian period rooms
444 Mahoning Ave.
(216) 399-8807

Washington Court House
FAYETTE COUNTY MUSEUM
Museum housed in a 14-room Victorian mansion
517 Columbus Ave.
(614) 335-2953

Wellington
SPIRIT OF '76 MUSEUM
Museum dedicated to Archibald M. Willard, artist
201 N. Main St., P.O. Box 76
(216) 647-4531

Woodsfield
PERRY MUSEUM AND THE DAIRY MUSEUM
Memorabilia of the early 1900s
217 Eastern Ave., P.O. Box 538
(614) 472-1933

Woodville
WOODVILLE HISTORICAL MUSEUM
Museum with exhibits of early northwest Ohio
107 E. Main
(419) 849-2744

Wooster
WAYNE COUNTY HISTORICAL SOCIETY MUSEUM
Complex of five restored buildings, including an 1873 school
546 E. Bowman St.
(216) 264-8856

Worthington
OHIO RAIL MUSEUM
Collection of equipment tracing railroad history
990 Proprietors Rd.
(614) 885-7345

Worthington
ORANGE JOHNSON HOUSE
Restored 1816 Federal home; authentic furnishings
956 High St.
(614) 885-1247

HISTORICAL SITES

Youngstown
BUTLER INSTITUTE OF ART
Devoted exclusively to American art, colonial to present
524 Wick Ave.
(216) 743-1107

Youngstown
THE ARMS MUSEUM
Regional historical museum
648 Wick Ave.
(216) 743-2589

Zanesville
ZANESVILLE ART CENTER
Area ceramics and early glass; paintings, sculpture, prints
620 Military Rd.
(614) 452-0741

Historical Sites:

Akron
PERKINS STONE MANSION/JOHN BROWN HOME
1837 Greek Revival stone house next door to Brown home
550 Copley Rd.
(216) 535-1120

Bay Village
ROSE HILL MUSEUM
Restored home of area's first settler
27715 Lake Rd.
(216) 871-7338

Bolivar
FORT LAURENS STATE MEMORIAL
Museum commemorating Ohio's only American Revolution fort
Rt. 1
(216) 874-2059

Cadiz
CUSTER MONUMENT STATE MEMORIAL
George Armstrong Custer's birthplace
North side of S.R. 646

Canfield
LOGHURST FARM MUSEUM
Restored 18th-century log farmhouse
3967 Boardman-Canfield Rd.
(216) 533-4330

HISTORICAL SITES

Carrollton
McCOOK HOUSE STATE MEMORIAL
Restored home of Civil War military family
Carrollton Sq., P.O. Box 174
(216) 627-5069

Chillicothe
ADENA STATE MEMORIAL
Plantation of Thomas Worthington, Ohio's sixth governor
Allen Ave., P.O. Box 822
(614) 772-1500

Chillicothe
MOUND CITY GROUP NATIONAL MONUMENT
23 burial mounds constructed by Hopewell Indians
16062 S.R. 104
(614) 774-1125

Chillicothe
SEIP MOUND STATE MEMORIAL
Central mound of a group built by Hopewell Indians
U.S. Rt. 50

Chillicothe
STORY MOUND STATE MEMORIAL
First recognized example of Adena Indian architecture

Cincinnati
STOWE HOUSE STATE MEMORIAL
1833 home of Harriet Beecher Stowe
2950 Gilbert Ave.
(513) 221-0004

Cincinnati
WILLIAM HOWARD TAFT NATIONAL HISTORIC SITE
Site commemorating career of President Taft
2038 Auburn Ave.
(513) 684-3262

Circleville
LOGAN ELM STATE MEMORIAL
Site where Logan delivered his speech in 1774
U.S. 23

Cleveland
JAMES A. GARFIELD MONUMENT
Monument built to President James A. Garfield
12316 Euclid Ave.
(216) 421-2665

HISTORICAL SITES

Cleveland
DUNHAM TAVERN MUSEUM
1824 stagecoach tavern featuring early Americana
6709 Euclid Ave.
(216) 1060

Clifton
CLIFTON MILL
America's largest water-powered mill, established in 1802
75 Water St.
(513) 767-5501

Columbiana
COLUMBIANA/FAIRFIELD TOWNSHIP HISTORICAL MUSEUM
1828 log house on site of area's first post office
Village Square, P.O. Box 101
(216) 482-2983

Columbus
CAMPBELL MOUND STATE MEMORIAL
One of the last remaining conical burial mounds
McKinley Ave.

Dover
J.E. REEVES HOME & MUSEUM
Late 19th-century Victorian home
325 E. Iron Ave.
(216) 343-7040

Eaton
FORT ST. CLAIR STATE MEMORIAL
Post important in winning the Old Northwest from British control
S.R. 335

Enon
ADENA MOUND/LOG CABIN
Second largest Adena mound in Ohio; adjacent log cabin
Indian Dr., P.O. Box 442
(513) 864-7756

Fairport Harbor
FAIRPORT HARBOR MARINE MUSEUM & LIGHTHOUSE
Marine relics housed in 1871 lighthouse
129 Second St.
(216) 354-4825

Findlay
THE 1833 COURTHOUSE
Building has served as a center of local government
819 Park St.
(419) 423-6952

HISTORICAL SITES

Findlay
THE LITTLE RED SCHOOL HOUSE
Schoolhouse renovated from grain storage building
C.R. 236
(419) 423-4433

Fort Recovery
FORT RECOVERY STATE MEMORIAL
Portions of 1790s fort; museum
117 E. Butler, P.O. Box 341
(419) 375-4149

Fremont
FORT STEPHENSON MUSEUM
Historic museum; War of 1812
423 Croghan St.
(419) 334-7101

Fremont
RUTHERFORD B. HAYES PRESIDENTIAL CENTER
Presidential estate; family residence, museum, library
Spiegel Grove
(419) 332-2180

Garrettsville
HOPKINS OLD WATER MILL
Working 1804 grist mill; world's largest water wheel
8148 Main St.
(216) 527-2705

Geneva-on-the-Lake
JENNIE MUNGER GREGORY MEMORIAL MUSEUM
First frame house erected in the area
(216) 466-8614

Glenford
FLINT RIDGE STATE MEMORIAL
Site of ancient flint quarry; exhibits
Rt. 1
(614) 787-2476

Gnadenhutten
GNADENHUTTEN MEMORIAL AND MUSEUM
Indian artifacts
Box 38
(614) 254-4522

Grand Rapids
ISAAC LUDWIG MILL
1846 water/steam-powered grist sawmill
S.R. 578, 13827 U.S. 24 W.
(419) 832-8934

HISTORICAL SITES

Greenville
FORT JEFFERSON STATE MEMORIAL
Monument is site for advance outpost built in 1791
Co. Rd. 24 at S.R. 121

Greenville
BEAR'S MILL
Grind flours and meals on original French Buhr stones
6526 Arcanum-Bear's Mill Rd.
(513) 548-5112

Hillsboro
FORT HILL STATE MEMORIAL
Nature preserve at Hopewell Indian hilltop enclosure
1314 Ft. Hill Rd.
(614) 588-2360

Hiram
HISTORIC JOHNSON HOUSE
Home of Joseph Smith, founder of the Mormon Church
6203 Pioneer Trail
(216) 569-3170

Jefferson
LAKE SHORE & MICHIGAN SOUTHERN RAILROAD
Restored railroad depot built in 1872
147 E. Jefferson St., P.O. Box 22
(216) 293-5532

Kirtland
KIRTLAND TEMPLE HISTORICAL CENTER
First temple in world built by Mormons
9020 Chillicothe Road
(216) 256-3318

Lancaster
THE GEORGIAN
Restored 1833 mansion
105 E. Wheeling St.
(614) 654-9923

Lancaster
SHERMAN HOUSE
Home of Civil War General William T. Sherman
137 E. Main St.
(614) 687-5891

HISTORICAL SITES

Lebanon
GLENDOWER STATE MEMORIAL
1836 Greek Revival mansion, owned by General Durbin Ward
105 Cincinnati Ave.
(513) 932-5366

Leo
LEO PETROGLYPH STATE MEMORIAL
Outstanding example of prehistoric Indain inscriptions
Twp. Rd. 224

Lisbon
OLD STONE HOUSE
Stone house built in 1805
434 E. Chestnut
(216) 424-3554

Mansfield
OAK HILL COTTAGE
Significant example of Gothic Revival architecture, 1847
Springmill St. & Oak Pl.
(419) 522-1752

Marblehead Peninsula
MARBLEHEAD LIGHTHOUSE
U.S. Government-constructed lighthouse
S.R. 163, Bayshore Rd.
(419) 798-5230

Marietta
CAMPUS MARTIUS MUSEUM
Museum housed in first land office in the state, 1788
2nd & Washington St.
(614) 373-3750

Marion
HARDING HOME AND TOMB STATE MEMORIAL
Home of President Warren G. Harding
380 Mt. Vernon Ave.
(614) 387-9630

Massillon
FIVE OAKS
Restored 3-story stone home built in the 1890s
210 Fourth St. NE
(216) 833-4896

Massillon
SPRING HILL HISTORIC HOME
1821 farmhouse with family furnishings, smokehouse
1322 Wales Rd. NE
(216) 833-6848

HISTORICAL SITES

Maumee
FALLEN TIMBERS STATE MEMORIAL
Site of battle 8/20/1794, resulting in Treaty of Greenville
U.S. Rt. 24

Mentor
LAWNFIELD
26-room home of President James A. Garfield
8095 Mentor
(216) 255-8722

Miamisburg
MIAMISBURG MOUND STATE MEMORIAL
Largest conical burial mound in the state of Ohio
Mound Ave.

Milan
THOMAS EDISON BIRTHPLACE
1841 brick cottage; displays of Edison's inventions
9 N. Edison Dr., Box 451
(419) 499-2135

Mt. Pleasant
FRIENDS QUAKER MEETING HOUSE
Built in 1814 by the Quakers
U.S. 250 at S.R. 120
(614) 769-7576

Newark
MOUNDBUILDERS STATE MEMORIAL
Earthworks built by the Hopewell Indians
99 Cooper Ave.
(614) 344-1920

Newark
OCTAGON EARTHWORKS STATE MEMORIAL
Part of Newark group of prehistoric Indian earthworks

Newark
WRIGHT EARTHWORKS STATE MEMORIAL
Important feature of Newark Earthworks group
Jct. of James & Waldo Streets

Niles
NATIONAL MCKINLEY BIRTHPLACE MEMORIAL
Marble structure and statue honoring 25th President
40 N. Main St.
(216) 652-1701

HISTORICAL SITES

North Bend
HARRISON TOMB STATE MEMORIAL
Tomb and monument of William Henry Harrison

Oregonia
FORT ANCIENT STATE MEMORIAL
Archaeological site featuring two prehistoric Indian cultures
6123 S.R. 350
(513) 932-4421

Peebles
DAVIS MEMORIAL
88-acre nature preserve includes impressive geologic fault
Twp. Rd. 126-129

Peebles
SERPENT MOUND STATE MEMORIAL
Largest serpent-shaped mound in the U.S.
3850 S.R. 75
(513) 587-2796

Perrysburg
FORT MEIGS STATE MEMORIAL
Log fort built in 1813
27200 Ft. Meigs Rd., Rt. 65
(419) 874-4037

Piqua
PIQUA HISTORICAL AREA
Farm with residence, barn, springhouse; Indian museum
9845 N. Hardin Rd.
(513) 773-2522

Point Pleasant
GRANT BIRTHPLACE
1817 cottage, birthplace of Ulysses S. Grant
(513) 831-9071

Portland
BUFFINGTON ISLAND STATE MEMORIAL
Site of the only significant Civil War battle in Ohio
S.R. 124

Portsmouth
1810 HOUSE
Historic 1810 farmhome furnished in detail
1926 Waller St., P.O. Box 1810
(614) 354-5851

HISTORICAL SITES

Put-in-Bay
PERRY'S VICTORY & INTERNATIONAL PEACE MEMORIAL
352-foot Doric column commemorating Perry's naval victory
Bayview Ave., P.O. Box 549
(419) 285-2184

Ripley
RANKIN HOUSE
Home of abolitionists John and Jean Rankin
(513) 392-1627

Shreve
MILLBROOK MILLING
1816 Waterwheel Mill
3596 Kister Rd.
(216) 567-3404

Springfield
DAVID CRABILL HOMESTEAD
1826 farmstead wth 2-story, Federal-style brick
Clarence J. Brown Reservoir, 300 W. Main St.
(513) 324-0657

Springfield
HERTZLER HOUSE
1854 home; 15 rooms and 8 porches
George Rogers Clark Park, Rt. 4 & Rt. 369
(513) 324-7316

Springfield
PENNSYLVANIA HOUSE
1820s stagecoach inn
1311 W. Main St.
(513) 322-1316

Stockport
BIG BOTTOM STATE MEMORIAL
Site of a skirmish between Ohio settlers and Indians
S.R. 266

Tallmadge
TALLMADGE CHURCH STATE MEMORIAL
Ohio's oldest church building still in use
Public Square
(216) 253-2074

Tarlton
TARLTON CROSS MOUND STATE MEMORIAL
90-foot mound in shape of cross
Co. Rd. 12

HISTORICAL SITES

Upper Sandusky
INDIAN MILL STATE MEMORIAL
Restored 1861 mill on Sandusky River
Co. Rd. 47
(419) 294-2715

Wapakoneta
FORT AMANDA STATE MEMORIAL
Constructed during War of 1812
S.R. 198
(419) 657-6782

Wellston
BUCKEYE FURNACE STATE MEMORIAL
Charcoal-fired iron blast furnace, built in 1852
Rt. 3, P.O. Box 219
(614) 384-3537

Westerville
HANBY HOUSE
Memorial to composer Benjamin R. Hanby
160 W. Main St.
(614) 891-6980

Wilmington
CLINTON COUNTY HISTORICAL SOCIETY
Displays of antiques, Quaker items, pioneer relics
149 E. Locust
(513) 382-4684

Windsor
CHRIST EPISCOPAL CHURCH & MUSEUM
150-year-old restored church; museum
Mayfield & Wisell Rd., P.O. Box 97
(216) 272-5853

Xenia
GREENE COUNTY HISTORICAL SOCIETY
James Galloway log house, built in 1798
74 W. Church St.
(513) 372-4606

Zanesville
DR. INCREASE MATHEWS HOUSE
Furnished in decorative arts from the early and middle 19th century
304 Woodlawn Ave., P.O. Box 2201
(614) 454-9500

RESTORATIONS

Zanesville
OLD TOLL HOUSE
Restored 1839 stagecoach stop and tavern
3485 Moxahala Park Rd.
(614) 452-4420

Restored Communities:

Archbold
SAUDER FARM & CRAFT VILLAGE
Farm and craft village reliving late 1800s
S.R. 2, P.O. Box 332
(419) 446-2541

Bath
HALE FARM & VILLAGE OF THE WESTERN RESERVE
Complex of buildings depicting 19th-century rural life
2686 Oak Hill Rd.
(216) 666-3711

Bellevue
HISTORIC LYME VILLAGE
Pioneer, Williamsburg and Victorian era buildings
S.R. 113 E. Box 342
(419) 483-4949

Burton
CENTURY VILLAGE
19th-century village with 16 buildings
14653 E. Park St., P.O. Box 153
(216) 834-4021

Cincinnati
SHARON WOODS VILLAGE
1880s Ohio village; train station, doctor's office
Sharon Woods Park, P.O. Box 41475
(513) 563-9484

Cleveland
OHIO CITY REDEVELOPMENT ASSOCIATION
Historically rich area of downtown Cleveland
2843 Franklin Blvd. One Market Square
(216) 574-9165

Columbus
GERMAN VILLAGE
19th-centurey community; private homes, shops
624 S. Third St.
(614) 221-8888

RESTORATIONS

Columbus
OHIO VILLAGE
Reconstructed mid-19th-century village
1985 Velma Ave., I-71 & 17th Ave.
(614) 466-1500

Coshocton
ROSCOE VILLAGE
1830s Ohio and Erie Canal town
381 Hill St.
(614) 622-9310

Defiance
AUGLAIZE VILLAGE
19th-century village with two farms
Krouse Rd., P.O. Box 801
(419) 784-0107

Marysville
THE OLE VILLAGE
Restored barn and log cabins
755 Milford Ave.
(513) 642-8916

Mt. Pleasant
MT. PLEASANT HISTORIC DISTRICT
Friends Meeting House and Benjamin Lundy House

New Philadelphia
SCHOENBRUNN VILLAGE
Missionary village abandoned in 1877
(216) 339-3636

Toledo
FORT INDUSTRIES SQUARE
Downtown area featuring restored buildings
Jefferson and Summit
(419) 242-7301

Vermilion
HARBOUR TOWN HISTORIC DISTRICT
Historical area in heart of Vermilion's waterfront
5741 Liberty
(216) 967-4262

RESTORATIONS

Waynesville
CAESAR'S CREEK PIONEER VILLAGE
Includes 1800s log houses; Quaker meeting house
3999 Pioneer Village Rd., P.O. Box 329
(513) 897-2672

Zoar
ZOAR VILLAGE
German religious communal group from 1817-1898
S.R. 212 P.O., Box 404
(216) 874-3011

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SECTION V:
BIBLIOGRAPHY

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Sample course of study components presented in Section III were based on courses of study developed by the following school districts:

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Clermont County
Fremont City
Lake Local (Stark County)
Mentor Exempted Village
North College Hill City
Richland County
Rocky River City

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